Repton Primary School

Early Years Foundation Stage (EYFS) Policy

Date: September 2023

Our School values: We Respect, We Take Pride, We Succeed

1.Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between teachers and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice:

At Repton Primary School we adhere to the statutory guidance stated in **The Statutory Framework for the Early Years Foundation Stage September 2023**, and the four guiding principles that shape the practice in Early Years settings. These include:

- **Unique child** – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- **Positive Relationships** – We recognise that children learn to be strong, secure and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers, parents and carers.
- **Learning and Development** – Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with SEND.

2. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- **Communication and language** *(Listening, Attention and Understanding, Speaking)*
- **Personal, Social and Emotional Development** *(Self Regulation, Managing Self, Building relationships)*
- **Physical Development** *(Gross Motor Skills, Fine Motor Skills)*

The prime areas are strengthened and applied through 4 **specific areas**:

- **Literacy** *(Comprehension, Word reading, Writing)*
- **Mathematics** *(Number, Numerical Patterns)*
- **Understanding the world** *(Past and Present, People, Culture and Communities, The Natural World)*
- **Expressive arts and design** *(Creating with Materials, Being Imaginative and Expressive)*

The Characteristics of Effective Learning:

- **Playing and Exploring** – Children investigate and experience things, and "have a go".
- **Active Learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

2.1 Planning

Planning is key to making children's learning effective, exciting, varied and progressive, building on what children already know and can do. To be effective, an early year's curriculum should be carefully structured and should contain the following three strands:

- Provision for different starting points from which the children develop their learning.
- Relevant and appropriate content that matches the different levels of young children's needs.
- Planned and purposeful activities that provides opportunities for teaching and learning both indoors and out.

There are three stages of planning the curriculum: Long-term, Medium-term and Short-term, ensuring broad balanced coverage.

At Repton Primary School, we plan through topics. A new topic is taught each term, to match the interests and needs of the children.

We use Development Matters as a reference for key learning opportunities throughout the EYFS. Development Matters is not a tool to assess against, but rather a reference and planning document.

2.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Repton Primary School we:

- Provide a challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide opportunities for children to be eager to come to school, ready to explore, investigate, to be curious, independent, active learners.
- Make our children feel secure, safe and confident in the knowledge that practitioners and parents/carers work together. We aim to foster a sense of mutual trust and respect. Practitioners are well aware that children joining our school have already learnt a great deal, and will continue to learn a huge amount from their first educators: their parents/carers and family.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable EYFS.

2.3 Continuous Provision

At Repton Primary School, we aim to ensure:

- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the early year's curriculum.
- An environment that facilitates independence, curiosity and hands on play-based learning.
- That continuous provision enables children to explore recent learning, practice new skills and follow their own interests.
- Staff enhance continuous provision through careful intervention.

- Carefully chosen and organised, high quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- Clearly labelled resources for children to access independently.

2.4 Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development. Some equipment is provided and the children are also encouraged to find and use equipment and resources independently. These are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we carefully consider:

- The children must wear suitable clothing, (including waterproofs and/or wellies where appropriate).
- Free flow arrangements so children are encouraged to follow their own interests Extending the learning in the classroom – so that all curriculum areas are covered.
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities.
- Opportunities for all.

All children have opportunities to explore the outdoor learning environment through free-flow. They have the same opportunities to access the curriculum outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff.

Children also have a dedicated learning time each week to explore the forest area of the school. Here the teaching focuses on learning about the living things in the environment and how they grow and change.

3. Assessment

At Repton Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Observations take many forms but one of the key assessment tools is the on-line

learning journey, Tapestry. This is also shared with, and can be added to, by parents/carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

4. Transition

Our aim is to ensure children have a smooth transition from Nursery to Reception:

- Our staff visit every child in their preschool setting. They spend time with the child and talk to the preschool staff to build up a picture of the child. Important induction information is shared, and staff find out about the needs and interests of the children that will help them to settle well in to our Reception class.
- In the Summer term, the children are invited into school for a transition morning where they can see the classroom environment and get to know their classmates and teachers.

In order to prepare the children for their transition into year 1:

- We provide integrated playtimes on the main playground with key stage 1 children and staff.
- The children start to attend some whole school assemblies, including the Friday celebration assembly.
- The children spend a day with the Y1 teacher and get to know them and their new learning environment.
- The EYFS and Y1 teachers meet to discuss the children and to pass on important information.

5. Working with Parents/Carers

We work with parents/carers in a number of ways:

- In June, parents/carers are invited to attend a meeting where information about the school and EYFS class is shared. Any questions are then answered.
- In September, after the children have started school, parents/carers are invited to a further meeting where the class teachers give details about how the children will be taught / will learn in the EYFS.
- Weekly updates about the week's learning, including photographs are shared on the class page of the website for parents and carers to see.

- Parents/carers have access to the online learning journey, Tapestry, and can also contribute to this.
- Parents/carers are kept up to date with progress through termly parent consultation meetings and a formal report at the end of the year.
- Informal chats and information sharing can happen at the beginning and end of each day.
- Each class has its own email address so parents/carers can email the class teacher directly.
- We have an open-door policy at Repton Primary School so parents/carers are invited to speak to staff members when they need to, either informally at the beginning or end of the day, or they can make an appointment.

6. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed biannually by K Riley. At every review, the policy will be shared with the governing board.

Appendix 1.

List of statutory policies and procedures for the EYFS Statutory policy or procedure for the EYFS Where can it be found?

Safeguarding policy and procedures	Child Protection and Safeguarding Policy
Administering medicines policy	Administrations of medicines policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding Policy Missing Child Policy